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ABSTRACT

This planning grid for teaching visual arts in grade 6 in Delaware schools outlines the following six standards for students to complete: (1) students will select and use form, media, techniques, and processes to create works of art and communicate meaning; (2) students will create ways to use visual, spatial, and temporal concepts in creating works of art; (3) students will invent, select, evaluate and use subjects, themes, symbols, and ideas to create works of art; (4) students will understand the visual arts in relation to diverse cultures, times, and places; (5) students will reflect upon, describe, analyze, interpret and evaluate works of art and design; and (6) students will understand the visual arts in relation to other disciplines. Each standard contains subsections and performance indicators. (BT)

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Delaware Department of Education

Unit Planning Grids for Visual Arts - Grade 6

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SO 033 717

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1

2

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3

VISUAL ARTS UNIT PLANNING - GRADE 6

Standard 1: Students will select and use form, media, techniques, and processes to create works of art and communicate meaning

A. Students will compare and contrast different types of media, techniques, and processes used to create various two-dimensional and three-dimensional art forms.

B. Students will compare and contrast the different effects created by various two-dimensional and three-dimensional media, techniques, and processes.

C. Students will develop and demonstrate control with media, techniques, and processes to create two-dimensional and three-dimensional works of art.

D. Students will select effective media, techniques, and processes to create specific effects in order to communicate an intended meaning or function in works of art.

E. Students will use media and tools in a safe and responsible manner.

PERFORMANCE INDICATORS	UNIT NUMBERS																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
6.601 discuss different types of media, techniques, technologies, and processes used to create various two-dimensional and three-dimensional art forms.																		
6.602 identify and name basic art techniques and processes including, but not limited to:																		
1. painting,																		
2. drawing,																		
3. sculpting/forming,																		
4. cutting,																		
5. gluing/fastening,																		
6. printing,																		
7. weaving, and																		
8. textile design.																		
6.603 discuss the different effects created by various two-dimensional and																		

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	three-dimensional media, techniques, technologies, and processes.	
6.604	plan, select, and employ tools, materials, techniques, and processes to achieve intended effects.	
6.605	develop and demonstrate control with media, techniques, technologies, and processes to create two-dimensional and three-dimensional works of art using a variety of art tools, technologies, and materials to create images. Categories of tools, technologies, and materials must include, but not be limited to:	
	1. scissors,	
	2. adhesives,	
	3. markers (water-based, non-toxic),	
	4. paint (tempera, watercolor, acrylic),	
	5. brushes (large, medium, small),	
	6. pencils (graphite and colored),	
	7. crayons,	
	8. modeling compound(s),	
	9. papers (multiple sizes, weights, and textures),	
	10. fibers (yarn, string, cloth),	
	11. chalk, pastels, and/or oil pastels,	
	12. rulers and straight edges,	
	13. staplers,	
	14. templates,	
	15. needles, and	
	16. hole punch.	
6.606	plan and employ combinations of techniques and processes to achieve intended effects.	
6.607	choose materials, techniques, and processes to communicate meaning or purpose in two-dimensional and three-dimensional works of art.	
6.608	solve visual arts problems by creating computer generated works of art.	

6.609	use media and tools in a safe and responsible manner.	

VISUAL ARTS UNIT PLANNING - GRADE 6

Standard 2: **Students will create ways to use visual, spatial, and temporal concepts in creating works of art.**

A. Students will analyze how visual components of art and design are used to create different effects in their own works of art and works of others.

B. Students will apply the knowledge of the organizational components of art and design and analyze how they are used to communicate ideas.

C. Students will experiment with ideas, propose and formulate solutions to organizational and expressive problems in creating works of art and design.

D. Students will plan, select, and purposefully use the visual and organizational components of art and design, symbols, and images to improve the communication of their own ideas in works of art.

	PERFORMANCE INDICATORS	UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
6.610	identify the characteristics of opaque, translucent and transparent in relation to various media.																		
6.611	understand and identify how neutral colors can be either warm or cool.																		
6.612	recognize that color relates and changes according to colors placed around it.																		
6.613	understand that colors create a mood or feeling.																		
6.614	recognize that line can be used to create space and volume, and to interpret and record paths of movement or action.																		
6.615	recognize that shadow and light define forms and texture and affect color and moods in a scene.																		
6.616	use position on a picture plane to make objects appear closer or more distant.																		
6.617	recognize that the horizon line is on the eye level of the viewer.																		
6.618	understand and recognize how artists can use various viewpoints (front, back, top, bottom, side, back) for organizing space in different ways in works of art.																		
6.619	use texture to convey emotion.																		

6.620	use positive and negative shapes to create motifs, patterns, themes, and variations.																			
6.621	demonstrate use of symmetrical (formal) and asymmetrical (informal) balance.																			
6.622	identify rhythm and movement in visual elements which depict action.																			
6.623	use lines, shapes, patterns, colors, values, and textures to create rhythm and motion.																			
6.624	use proportion to achieve realism, expression, and exaggeration.																			
6.625	experiment with ideas, propose, and formulate solutions to organizational and expressive problems in creating works of art and design.																			
6.626	plan, select, and purposefully use the visual and organizational components of art and design, symbols, and images to improve the communication of their own ideas in works of art.																			

VISUAL ARTS UNIT PLANNING - GRADE 6

Standard 3: Students will invent, select, evaluate, and use subjects, themes, symbols, problems, and ideas to create works of art.

A. Students will analyze the use of subjects, themes, symbols, problems, and ideas to communicate meaning in their own works of art.

B. Students will describe the origins of specific subjects, symbols, themes, problems, and ideas and explain why they are of value in their artwork and in the work of others.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
6.627	identify and discuss the use of subjects, symbols, and ideas as sources for content with intended meaning.																		
6.628	use subjects, symbols, and ideas for content with intended meaning in works of art.																		

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VISUAL ARTS UNIT PLANNING - GRADE 6

Standard 4: **Students will understand the visual arts in relation to diverse cultures, times, and places.**

A. Students will investigate the functions of the arts in society and ways the visual arts have an impact (e.g., social, political, economic, religious, individual).

B. Students will examine and differentiate characteristics of the visual arts in various cultures, times, and places.

C. Students will describe and place a variety of artists and works of art in their contexts in cultures, times, and places.

D. Students will analyze how art and artists influence each other within and across cultures, times, and places.

E. Students will speculate on how factors of time and place (e.g., climate, resources, ideas, technology) give meaning or function to a work of art.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
6.629	recognize the functions of the arts in society and ways the visual arts have an economic impact.																		
6.630	examine characteristics of artworks in various cultures, times, and places.																		
6.631	sequence works on a continuum according to time period.																		
6.632	examine relationships of works of art to each other and cultures, times, and places.																		
6.633	understand how factors of time and place (e.g., climate, resources, ideas, technology) give meaning or function to a work of art.																		

VISUAL ARTS UNIT PLANNING - GRADE 6

Standard 5: **Students will reflect upon, describe, analyze, interpret and evaluate works of art and design.**

A. Students will compare and contrast different ways the visual arts provide unique modes for communicating ideas, actions, and emotions.

B. Students will understand and apply visual arts vocabulary when observing, describing, analyzing, and interpreting works of art.

C. Students will analyze the various relationships between form, function, and purpose in works of art and design.

D. Students will analyze different ways that human experience is reflected in contemporary and historic works of art.

E. Students will describe and compare a variety of individual responses to their own artworks and to artworks of others.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
6.634	identify different ways the visual arts provide unique modes for communicating ideas, actions, and emotions.																		
6.635	practice and apply correct visual arts vocabulary when observing and describing works of art.																		
6.636	understand that aesthetics and ways visual arts are described and valued differ across cultures, times, and places.																		
6.637	analyze the relationship between form and function in works of art.																		
6.638	discuss and identify different ways that the human experience is reflected in works of art.																		
6.639	identify a variety of individual responses to their own works and the works of others.																		

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VISUAL ARTS UNIT PLANNING - GRADE 6

Standard 6: Students will understand the visual arts in relation to other disciplines.

A. Students will compare the characteristics of works in two or more arts disciplines (e.g., pattern, rhythm, balance, shape, space).

B. Students will distinguish and differentiate ways in which common principles and subjects of other disciplines in the curriculum are related to the visual arts.

C. Students will recognize and understand how the meaningful integration of visual and performing arts concepts and skills with knowledge in other disciplines provides essential tools for the work force and improves the quality of everyday life.

PERFORMANCE INDICATORS		UNIT NUMBERS																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
6.640	compare the characteristics of works in two or more arts disciplines (e.g., pattern, rhythm, shape, space).																	
6.641	distinguish and differentiate ways in which common principles and subjects of other disciplines in the curriculum are related to the visual arts.																	
6.642	recognize and value how the meaningful integration of visual and performing arts concepts and skills with knowledge in the other disciplines provides essential tools for the work force and improves the quality of everyday life.																	

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